



Course Syllabus Report

LA1110 English Language Arts 1 M. Anderson (LA1110)

DISTRICT APPROVED CURRICULA: Teacher Created, Independent Reading Level Assessment

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 1st Grade

CREDITS: NA

PREREQUISITES: Kindergarten Language Arts

COURSE GRADING SCALE:

All summative assessments will be graded according to the corresponding rubric. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to an FWPS Priority Standard (PS), and each PS is a part of a grading/reporting "bucket". All buckets are equally weighted, and the student's final grade is the average score of all buckets. Students will also receive an informational grade in non-academic areas of student success.

- EX = 90 – 100%
- ME = 70 – 89%
- AP = 60 – 69%
- BE = 0 – 59%

INSTRUCTIONAL MATERIALS NEEDED: Computer

Printer

Headphones with a microphone

books at your reading level

Paper

Pencil

DEFAULT CERTIFICATED TEACHER: Mariah Anderson

DESCRIPTION First Grade ELA

The first-grade language arts program is designed to help your child meet grade-level standards in a fun and interactive way! The lessons and instruction are presented through audio and video components and allow students to interact with the program to practice skills as they are taught. There are both online and offline pieces that provide children of different learning styles the opportunity to be successful. One-to-one zoom reading sessions with the teacher will allow the teacher the opportunity to check in with the scholar and provide feedback and next steps for learning. The whole class zoom will help students interact with other scholars as well as the teacher while learning about the weekly lesson.

ESSENTIAL LEARNINGS: In this course, students will:

- Apply concepts of print, phonological and phonemic awareness in order to read and write
- Identify characters, settings, and major events in a story
- Retell stories
- Identify main idea and key details in nonfiction books
- Retell nonfiction texts
- Identify differences between fiction and nonfiction texts
- Compare characters in two books
- Determine unknown & multiple-meaning words using inflectional word endings and context clues
- Ask and answer questions about key details, main topic, characters/setting/plot in a story
- Understand and use proper punctuation and capitalization when writing narratives, informative, and opinion-related pieces.
- Read 1st grade sight words·Express thoughts, feelings, and ideas clearly

SYLLABUS Learning Plan Contract:

<https://docs.google.com/document/d/1v0ldgRmvtocE2TLU5VHuimAZr7Ln170h7hsZw1Hggr8/edit>

Standards Covered:

1.RF.1 Demonstrate understanding of the organization and basic features of print. 1.RF.2 Demonstrate understanding of spoken word

OBJECTIVES

<https://docs.google.com/document/d/1v0ldgRmvtocE2TLU5VHuimAZr7Ln170h7hsZw1Hggr8/edit>

STANDARDS

1.RF.1 Demonstrate understanding of the organization and basic features of print. 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Reporting Standard 2 – Reading Comprehension: Narrative

1.RL.1 Ask and answer questions about key details in a text. 1.RL.2 Retell stories including key details and understand the central message of a story. 1.RL.3 Describe characters, settings, and major events in a story, using key details. 1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.RL.5 Explain major differences between books that tell stories and books that give information. 1.RL.6 Identify who is telling the story at various points in a text. 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.9 Compare and contrast the adventures and experiences of characters in stories. 1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reporting Standard 3 – Reading Comprehension: Informational

1.RI.1 Ask and answer questions about key details in a text. 1.RI.2 Identify the main topic and retell key details in a text. 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.7 Use the illustrations and details in a text to describe its key ideas. 1.RI.8 Identify the reasons an author gives to support points in a text. 1.RI.9 Identify basic similarities in and differences between two texts on the same topic. 1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.

Reporting Standard 4 – Writing and Conventions

1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some

sense of closure.1.W.2Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.1.W.3Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 1.W.5With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.1.W.6With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.1.L.2Demonstrate the conventions of standard English capitalization, punctuation, and spelling when writing (capitalize dates and names, use end punctuation, use commas in a series, etc.)Reporting Standard 5 - Communication: Speaking, Listening, & Vocabulary 1.L.1 Demonstrate the conventions of standard English grammar and usage when writing or speaking (use common, proper, and possessive nouns, verbs to convey a sense of past, present, and future, etc.)1.L.4Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from an array of strategies.1.L.5 Demonstrate understanding of word relationships and nuances in word meanings.1.L.6Use words and phrases learned through conversations and reading.1.SL.1Participate in conversations about topics and texts with peers and adults.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.1.SL.3Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.1.SL.4Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.1.SL.6 Produce complete sentences when appropriate to task and situation

LEARNING REQUIREMENTS

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their

teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions,

assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

ACADEMIC GOALS

LEARNING ACTIVITIES

In this course, students will:

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- Retell nonfiction texts
- Identify differences between fiction and nonfiction texts
- Compare characters in two books
- Determine unknown & multiple-meaning words using inflectional word endings and context clues
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·Understand and use proper punctuation and capitalization when writing narratives, informative, and opinion-related pieces.

·Read 1st grade sight words·Express thoughts, feelings, and ideas clearly

Projects., Text Books and/or Work Books., Activities., Private Tutoring., Hands-on Projects., Discussion., Individualized Reading., Read-alouds., Supplemental Materials., Read grade level books from the approved book list.

EVALUATIONS

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made

Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

Observation of work., Testing., Oral Discussion., Written Responses., Presentations., Demonstrations., Completion of Daily Assignments., Standardized Testing., Oral Reading.

TIMELINES

OCTOBER Complete all lessons and assignments in the October module on your "modules" page in Canvas.

NOVEMBER Complete all lessons and assignments in the November module on your "modules" page in Canvas.

DECEMBER Complete all lessons and assignments in the December module on your "modules" page in Canvas.

JANUARY Complete all lessons and assignments in the January module on your "modules" page in Canvas.

FEBRUARY Complete all lessons and assignments in the February module on your "modules" page in Canvas.

MARCH Complete all lessons and assignments in the March module on your "modules" page in Canvas.

APRIL Complete all lessons and assignments in the April module on your "modules" page in Canvas.

MAY Complete all lessons and assignments in the May module on your "modules" page in Canvas.

JUNE Complete all lessons and assignments in the June module on your "modules" page in Canvas.